



Quadratics Research Project

Teacher Name: **Mr. Lamb**

Student Name: _____

CATEGORY	4	3	2	1
Ideas/Research Questions	Researchers independently identify at least 4 reasonable, insightful, creative ideas/questions to pursue when doing the research.	Researchers independently identify at least 4 reasonable ideas/questions to pursue when doing the research.	Researchers identify, with some outside help, at least 4 reasonable ideas/questions to pursue when doing the research.	Researchers identify, with considerable outside help, 4 reasonable ideas/questions to pursue when doing the research.
Content	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal OR there are several factual errors.
Source Information	Source information collected for all graphics, facts and quotes. All documented in desired format.	Source information collected for all graphics, facts and quotes. Most documented in desired format.	Source information collected for graphics, facts and quotes, but not documented in desired format.	Very little or no source information was collected.
Quality of Sources	Researchers independently locate at least 2 reliable, interesting information sources for EACH of their ideas or questions.	Researchers independently locate at least 2 reliable information sources for EACH of their ideas or questions.	Researchers, with some outside help, locate at least 2 reliable information sources for EACH of their ideas or questions.	Researchers, with extensive outside help, locate at least 2 reliable information sources for EACH of their ideas or questions.
Mathematical Concepts	Explanation shows complete understanding of the mathematical concepts used to solve the problem(s).	Explanation shows substantial understanding of the mathematical concepts used to solve the problem(s).	Explanation shows some understanding of the mathematical concepts needed to solve the problem(s).	Explanation shows very limited understanding of the underlying concepts needed to solve the problem(s) OR is not written.
Mathematical Errors	90-100% of the steps and solutions have no	Almost all (85-89%) of the steps and solutions have no	Most (75-84%) of the steps and solutions have no	More than 75% of the steps and solutions have

	mathematical errors.	mathematical errors.	mathematical errors.	mathematical errors.
Explanation	Explanation is detailed and clear.	Explanation is clear.	Explanation is a little difficult to understand, but includes critical components.	Explanation is difficult to understand and is missing several components OR was not included.
Mathematical Terminology and Notation	Correct terminology and notation are always used, making it easy to understand what was done.	Correct terminology and notation are usually used, making it fairly easy to understand what was done.	Correct terminology and notation are used, but it is sometimes not easy to understand what was done.	There is little use, or a lot of inappropriate use, of terminology and notation.
Presentation	Well-rehearsed with smooth delivery that holds audience attention.	Rehearsed with fairly smooth delivery that holds audience attention most of the time.	Delivery not smooth, but able to maintain interest of the audience most of the time.	Delivery not smooth and audience attention often lost.

